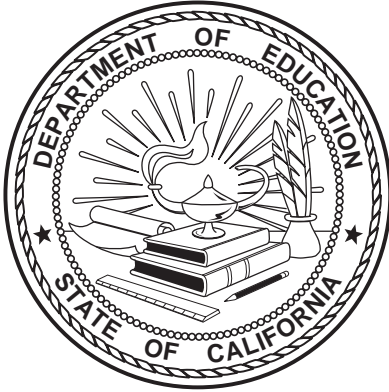

California English Language Development Test (CELDT)



Communicating Individual Results with Parents and Guardians

Resources for Use by School Districts and Schools

- Parent/Guardian Guide
- Sample Notification Letters
- Sample Student Reports
- Resources on the Internet

October 2008

P r e p a r e d b y t h e
C a l i f o r n i a D e p a r t m e n t o f E d u c a t i o n

This document is available on the CELDT Resources Web page at <http://www.cde.ca.gov/ta/tg/el/resources.asp>

Table of Contents

Section I. Introduction

Purpose of the Packet	I-1
Suggested Uses of Information and Materials Chart.....	I-3

Section II. Notifying Parents and Guardians

Information for Parents and Guardians (brochure)	II-1
Sample Notification Letters to Parents and Guardians for:	
• Students Identified as English Learners.....	II-3
• English Learners Who Have Not Yet Reached Proficiency in English ..	II-4
• Students Identified as Fluent English Proficient.....	II-5
• Students Being Considered for Reclassification	II-6

Section III. Explaining the Student Performance Level Report

Guide to the Student Performance Level Report	III-1
Sample Student Performance Level Reports (2008–09) (front and back)	III-3
Reclassifying a Student from English Learner to Fluent English Proficient....	III-7

Section IV. Resources

Accessing the CELDT Web Page	IV-1
Glossary of Terms/Acronyms	IV-4
Resources on the Internet.....	IV-8

Section I

Introduction

Purpose of the Packet

Suggested Uses of
Information and Materials
Chart

October 2008

Prepared by the
California Department of Education

Purpose of the Packet

The purpose of *Communicating Individual Results with Parents and Guardians: Resources for Use by School Districts and Schools* is to assist schools and school districts in their efforts to respond to the questions from parents and guardians of students who take the California English Language Development Test (CELDT) during the 2008–09 school year. One question of parents and guardians often relates to the opportunity to remove (opt out) their children from the CELDT requirement.

State and federal laws require that all students whose primary language is other than English be assessed for English language proficiency. **Parents and guardians cannot remove (opt out) their children from this requirement.** The legal basis for requiring English proficiency testing is that all students have the right to an equal and appropriate education and any English language limitations (left unidentified and/or unaddressed) could preclude a student from accessing that right.

In addition to the Introduction, this packet is divided into three sections:

- Notifying Parents and Guardians
- Explaining the Student Performance Level Report
- Resources

The packet features an information brochure for parents and guardians, sample notification letters to parents and guardians, sample student performance level reports, a guide to the report, a step-by-step process for accessing the CELDT Web page, a glossary of CELDT-related terms and acronyms, and available Internet resources. Spanish translations for the information brochure and the sample letters are available on the CELDT Recursos en Español Web page at <http://www.cde.ca.gov/ta/tg/el/spanish.asp>.

A companion document, *Reporting and Using Individual 2008–09 Results: Assistance for School District and School Staff*, provides information school district and school administrators need to help prepare teachers and other designated staff for reporting and using individual student results effectively. This packet includes an overview of the CELDT, information about the reclassification process, and assistance materials to help ensure that English learners with disabilities are tested for English language proficiency appropriately.

In addition to the assistance materials in this packet, a *Test Results Interpretation Guide* about the CELDT for parents and guardians is available in English and ten other languages. The interpretation guide includes:

- A description of the test format
- An explanation of the test scores and how the results are reported
- An explanation of what the results mean
- Definitions of the English language performance levels

The guides can be found on the CTB/McGraw-Hill Web page at <http://www.ctb.com/celdt/> (Outside Source) under “Reporting and Interpretation Materials.” The CELDT Web page at <http://www.cde.ca.gov/ta/tg/el/> also provides a link to this site.

A description of all of the assistance materials in this packet and their intended uses is provided on pages I-3 through I-4.

Suggested Uses of Information and Materials

Section	Document	Description	Suggested Uses
II	Information for Parents and Guardians (brochure)*	Briefly describes the CELDT, who takes the test, and the uses of results in a double-fold brochure layout.	<ul style="list-style-type: none"> • Attach to letters sent to parents and guardians of English learners. • Distribute copies at workshops and/or special meetings for parents and guardians of English learners. • Have teachers share copies at parent/guardian conferences.
	Sample Notification Letters to Parents and Guardians (four samples included)*	Provides sample letters that can be used to notify parents and guardians of CELDT results for students identified as: <ul style="list-style-type: none"> • English learners • Fluent English proficient • English learners not yet reaching proficiency • English learners being considered for reclassification 	<ul style="list-style-type: none"> • Distribute with CELDT results in special mailings to parents and guardians.
III	Guide to the Student Performance Level Report (2008–09)	Briefly describes each component of the CELDT Student Performance Level Report.	<ul style="list-style-type: none"> • Share copies (with sample reports) with staff at faculty meetings prior to the distribution of CELDT results to parents and guardians. • Attach with CELDT Student Performance Level Report in special mailings to parents and guardians.
	Sample Student Performance Level Reports (front and back)	Provides samples of the exact reports that are sent to school districts to share with parents and guardians.	<ul style="list-style-type: none"> • Review copies with staff in faculty meetings prior to the distribution of reports to parents and guardians.

* The parent and guardian guide and letters are translated into Spanish and posted separately on the CELDT Resources Web page at <http://www.cde.ca.gov/ta/tg/el/resources.asp>.

Section	Document	Description	Suggested Uses
IV	Accessing the CELDT Web Page	Outlines step-by-step instructions for accessing the CELDT Web page at http://www.cde.ca.gov/ta/tg/el/ .	<ul style="list-style-type: none"> • Share with parents and guardians at CELDT information meeting. • Post on the school district/school Web sites. • Announce the availability of this assistance in school/home newsletters.
	Glossary of Terms/Acronyms	Provides brief descriptions of terms/acronyms related to English learners and the CELDT.	<ul style="list-style-type: none"> • Share with parents and guardians at CELDT information meeting. • Post on the school district/school Web sites. • Announce the availability of this assistance in school/home newsletters.
	Resources on the Internet	Provides an annotated listing of key resources on the Internet that are related to the CELDT.	<ul style="list-style-type: none"> • Share with parents and guardians at CELDT information meetings. • Post on the school district/school Web sites. • Announce the availability of this assistance in school/home newsletters.

Section II

Notifying Parents and Guardians

Information for Parents
and Guardians (brochure)

Sample Notification
Letters to Parents and
Guardians for:

- Students Identified as English Learners
- English Learners Who Have Not Yet Reached Proficiency in English
- Students Identified as Fluent English Proficient
- Students Being Considered for Reclassification

October 2008

Prepared by the
California Department of Education

How are the CELDT results reported for individual students?

There are five levels of performance a student can achieve. They are Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced.

The report of results for each student provides:

- ▶ The overall performance level and score.
- ▶ A performance level and score for each domain of the test (listening, speaking, reading, and writing).
- ▶ A comprehension score (average of the scores for listening, and reading).

How are results of the CELDT used?

Test results for newly enrolled students are used to help identify English learners who need to develop their speaking, listening, reading, and writing skills in English. Results from annual CELDT testing are used to see how well students are learning English. School districts use the annual results as one of four criteria to help decide when students may be reclassified as fluent English proficient (RFEP).

What other criteria are used to decide when students may be reclassified?

Additional reclassification criteria used by school districts include performance in basic skills (the California English–Language Arts Standards Test), teacher evaluation, and parent opinion and consultation.

How can parents or guardians find out more about the CELDT or their student's results?

Parents or guardians who wish more information about the CELDT or their student's results on the CELDT, should contact their student's teacher and/or school office. Parents or guardians also are invited to request a conference to review the CELDT results or to attend one of the information meetings scheduled by the school.

For more information...

Information about the CELDT is on the CELDT Resources Web page at <http://www.cde.ca.gov/ta/tg/el/resources.asp>.

CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT TEST

Information for Parents and Guardians

Prepared by
California Department of Education

October 2008

What is the California English Language Development Test?

Federal and state laws require a state test that school districts must give to students whose home language is not English. In California, this test is called the California English Language Development Test (CELDT).

What is the purpose of the CELDT?

The purpose of this test is:

- ▶ To identify new students who are English learners, in kindergarten through grade twelve.
- ▶ To determine their level of English proficiency.
- ▶ To annually assess their progress in learning English.

Who is an English learner?

An English learner is a student, with a home language other than English, who is not yet proficient in English.

Who must take the CELDT?

All students whose primary language listed on the Home Language Survey is not English must take the test within 30 calendar days after they are enrolled in a California public school for the first time. The CELDT also must be given once each year to English learners until they become proficient in English. **Parents and guardians cannot remove (opt out) their children from this requirement.**

Do English learners with disabilities take the CELDT?

Yes. All English learners must take the CELDT, and this includes English learners with disabilities. Students with disabilities who take the CELDT may use test variations, accommodations, modifications, and/or alternate assessments as specified in their individualized education programs (IEPs) or Section 504 Plans.

What does the CELDT cover?

The CELDT for students in grades two through twelve covers listening, speaking, reading, and writing. The

2008–09 CELDT administration for students in kindergarten and grade one only covers listening and speaking. Beginning in 2009–10, students in kindergarten and grade one also will be assessed in early literacy (reading and writing). The CELDT in all grades tested is based on California English language development standards, adopted by the State Board of Education.

Who gives the CELDT?

Only trained examiners give the test. The speaking part of the CELDT is given individually to each student. The listening, reading, and writing domains are given to groups of students.

How long does it take for students to complete the CELDT?

The speaking domain of the test takes about 10 to 15 minutes for each student to complete. The listening, reading, and writing domains combined take about 2 hours to complete. The writing domain may be divided into two sessions.

Sample Parent/Guardian Notification Letter for Initial Identification of English Learners

(for students identified as English learners)

Dear Parents/Guardians:

State and federal laws require all school districts in California to give a state test to students whose home language is not English. A Home Language Survey is completed by the parents and guardians and submitted to the school district. In California, the name of the state test is the California English Language Development Test (CELDT). Its purpose is to determine how well each student tested can listen, speak, read, and write in English.

When your student enrolled in our school, he/she was given the CELDT, and the results are attached. These test results have identified him/her as an English learner. Your student will be assigned to an appropriate language instruction program based on the results. The goal of this program is to help your student become proficient in English and succeed in the school's academic curriculum. **[The school district should add a sentence or two to explain the method of instruction used in the student's language instruction program, how this program will help the student become proficient in English, and how it will be determined that the student is ready to exit the program.]**

You are invited to request a conference at school where your student's CELDT results and instructional program will be explained. To schedule your student conference, call **[put contact information here]**.

You are welcome to volunteer at the school and to participate on the school's English Learner Advisory Committee (ELAC). If you have any questions regarding your student's instructional placement or wish to observe the classroom, please contact the school office at **[put school office number here]** during school hours.

Sincerely,

Superintendent/Principal

Date

Sample Parent/Guardian Notification Letter for Initial Identification of English Learners

(for students identified as fluent English proficient)

Dear Parents/Guardians:

State and federal laws require all school districts in California to give a state test to students whose home language is not English. A Home Language Survey is completed by the parents and guardians and submitted to the school district. In California, the name of the state test is the California English Language Development Test (CELDT). Its purpose is to determine how well each student tested can listen, speak, read, and write in English.

Your student has been given the CELDT, and the results of this initial testing have identified him/her as fluent English proficient (IFEP). This means that your student will be assigned to a regular academic program and will not need special help to increase his/her English skills. **[The school district may want to add a sentence to describe how the school will monitor the student's academic progress for the next two years.]**

If you have any questions regarding your student's instructional placement or CELDT results, please contact the school office at **[school phone number]** during school hours. You are encouraged to become involved in your student's education.

Sincerely,

Superintendent/Principal

Date

Sample Parent/Guardian Notification Letter for Annual Assessment Results

(for English learners who have not yet reached proficiency in English)

Dear Parents/Guardians:

State and federal laws require all school districts in California to give a state test each year to every student who has been identified as an English learner. In California, the name of this test is the California English Language Development Test (CELDT). Its purpose is to see how well each student is becoming proficient in English.

Your student has been given the CELDT, and the results are attached. Based on your student's performance on this test, he/she will continue to receive special assistance to become more proficient in English and to succeed in the school's academic program. **[The school district should add a sentence or two to explain the method of instruction used in the student's language instruction program, how this program will help the student become proficient in English, and how it will be determined that the student is ready to exit the program.]**

As you look at your student's CELDT results for this year, it is important to remember that these results are one measure to assess your student's progress toward English language proficiency. **[The school district may want to add a sentence about the other measures that will be used to assess the student's progress.]**

You are invited to request a conference at school where your student's CELDT results and instructional program will be explained. To schedule your conference, call **[put contact information here]**.

You are encouraged to become involved in your student's education. You are welcome to volunteer at the school and to participate on the school's English Learner Advisory Committee (ELAC). If you have any questions regarding the CELDT or your student's instructional placement or if you wish to observe the classroom, please contact the school office at [put school office number here] during school hours.

Sincerely,

Superintendent/Principal

Date

Sample Parent/Guardian Notification Letter for Annual Assessment Results (for English learners being considered for reclassification)

Dear Parents/Guardians:

State and federal laws require all school districts in California to give a state test each year to every student who currently is identified as an English learner. In California, the name of this test is the California English Language Development Test (CELDT). Its purpose is to see how well each student is becoming proficient in English.

Your student has been given the CELDT, and the results are attached. Based on your student's performance on this test, he/she may be reclassified to fluent English proficient (RFEP). In addition to the CELDT results, criteria used to make this decision include an evaluation of your student's academic performance by the teacher, your opinion as the parent/guardian about his/her proficiency in English, and your student's performance on the California English–Language Arts Standards Test (given as part of the Standardized Testing and Reporting [STAR] Program).

You are invited to attend a special meeting at the school to discuss the reclassification process and the recommended program for your student on **[date]** at **[time]** in **[location]**. Please contact the school office at **[phone number]** to tell us whether or not you are able to attend. Questions about the CELDT or your student's CELDT results also should be directed to the same number.

We urge you to attend this important meeting and continue to be actively involved in your student's learning.

Sincerely,

Superintendent/Principal

Date

Section III

Explaining the Student Performance Level Report

**Guide to the Student
Performance Level Report**

**Sample Student
Performance Level
Reports (2008–09)
(front and back)**

**Reclassifying a Student
from English Learner to
Fluent English Proficient**

October 2008

**Prepared by the
California Department of Education**

Guide to the Student Performance Level Report (2008–09)

The Student Performance Level Report for 2008–09 provides results of the California English Language Development Test (CELDT) for individual students. Information on the report is described below.

Student Information

General information about the student taking the test is printed on the left side of the report. This includes the student's name, grade level, birth date, date of testing, and the school and school district in which the test was taken.

Purpose of Assessment

The left side of the report also indicates whether the test was given for initial identification or for the annual assessment. This area of the report also may indicate that the student took the test outside of the annual assessment window or that it is not known whether the student previously took the initial or annual CELDT assessment. Initial identification means that the test was given to a new student whose Home Language Survey shows a language other than English. A Home Language Survey is completed by the parents and guardians and submitted to the school district. The initial test results are used to help identify students as English learners who need to develop their listening, speaking, reading, and writing skills in English. The annual CELDT assessment is given to students who already have been identified as English learners to see how well they are developing their listening, speaking, reading, and writing skills in English. The annual assessment results are used with other information to help monitor each student's progress and to help determine if he or she has become fluent in English.

Performance Levels

In 2001, the State Board of Education (SBE) established five performance levels for measuring a student's proficiency in English, based on the CELDT scores. Those levels are: Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced. Updated cut score points and descriptors for each performance level were approved by the SBE in 2006.

Overall Student Performance Level (Column 1)

The bar graph and student score in the first column indicate the student's overall English performance level based on how well the student performed in each domain.

Domains (Columns 2–4)

The CELDT results are reported for four domains: listening, speaking, reading, and writing for students in grades two through twelve. Results of students in kindergarten and grade one only show scores for listening and speaking. The remaining bar graphs show which performance level(s) and score(s) the student has achieved in each domain tested.

Other Scores

The reports for students in grades two through twelve also show a comprehension score. The comprehension score is an average of the scores for listening and reading.

How to Read This Report

A brief description of how to read the reported scores and performance levels are at the bottom of the front page of the report. A chart on the back of each report briefly describes the English skills students are expected to achieve at each level.

For More Information

Parents and guardians are encouraged to talk to their student's teacher about these test results and what is being done at school to help him or her become fully proficient in English.

Note: Sample Student Performance Level Reports follow on pages III-3 through III-6.

Sample Student Performance Level Report—Front

California English Language Development Test (CELDT) 2008-09 Edition Student Performance Level Report

LARRY RIVAS

Grade: K

INITIAL IDENT

Purpose

The CELDT is a test of language proficiency, not an academic achievement test. This report provides results for when your student took the CELDT on the date below. Students first take the CELDT for Initial Identification (II). Based on the student's results, the student will either be initially classified as Fluent English Proficient (LEP) or will continue to take the CELDT annually, Annual Assessment (AA), until reclassified. These results may be used for planning instruction and are one of four requirements for reclassification of English learners to English Proficient.

Simulated Data

Birthdate: 04/19/02

Special Codes:

9000017384.....

SSID: 0123456789

Test Date: 02/01/08

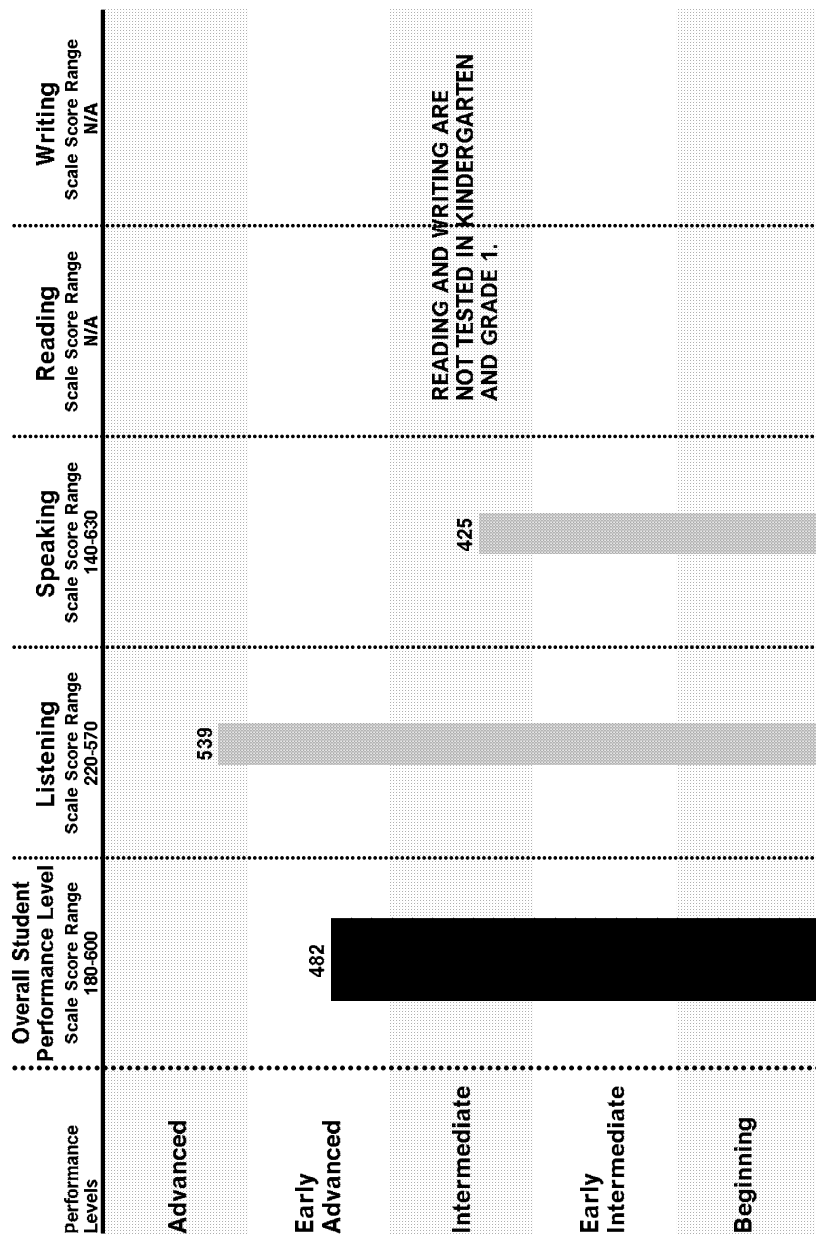
CDS#: 12-12345-1234567

School: ANYSCHOOL

District: ANYDISTRICT

County: ANYCOUNTY

State: CALIFORNIA



Comprehension Score: N/A An average of the scale scores for Listening and Reading domains.

How To Read This Report

The height of the bars in the graph above represents the performance by the student on the California English Language Development Test (CELDT). The first bar is the Overall performance level. The other bars represent the performance level for each domain (Listening, Speaking, Reading, and Writing). A higher bar indicates a higher performance level.

The Overall score is the average of the scores for Listening, Speaking, Reading, and Writing. The Overall score represents how the student performed on the test as a whole.

The back of this report contains a description for each performance level (Advanced, Early Advanced, Intermediate, Early Intermediate, and Beginning) for the Overall score and for the different domains.

These scores help the school to determine the types of services and classroom instruction the student should receive. The school will also use scores from other tests, teacher input, and parent input to make those decisions.

In order to make progress in the CELDT, the student should strive to master all domains. Information on how to support the student to achieve this goal can be obtained at the school.

Sample Student Performance Level Report—Back

Grades K-1 California English Language Development Test Performance Descriptors

Overall Performance

Levels	Listening	Speaking	Reading	Writing
Advanced Students performing at this level of English language proficiency communicate effectively on a wide range of topics. They can identify and summarize concrete details and abstract concepts during unmodified instruction and can produce oral and written discourse in all content areas. Errors do not reduce communication. Further linguistic refinement is still needed to be comparable to native English-speaking peers.	Students who perform at this level on the CELDT typically demonstrate comprehension of most academic language with complex syntax and vocabulary; they understand and follow all simple oral directions.	Students who perform at this level on the CELDT typically use extensive vocabulary and fairly complex syntax appropriate to setting and purpose, with occasional minor errors; they tell a coherent story, based on a picture sequence, that clearly expresses the major events, using complete sentences with minor errors.		
Early Advanced Students performing at this level of English language proficiency begin to use English in cognitively demanding situations and to learn in content areas. They can identify and summarize most concrete details and abstract concepts during unmodified instruction in most content areas. Oral and written production contains fully-developed paragraphs and compositions. Errors rarely complicate communication.	Students who perform at this level on the CELDT typically demonstrate comprehension of social language and comprehension of some academic language with complex vocabulary and syntax; they understand and follow most simple oral directions.	Students who perform at this level on the CELDT typically use a broader range of vocabulary and syntax appropriate to setting and purpose, with gaps in communication; they tell a coherent story, based on a picture sequence, that may not clearly express the major events, using phrases and incomplete sentences.	READING AND WRITING ARE NOT TESTED IN KINDERGARTEN AND GRADE 1.	
Intermediate Students performing at this level of English language proficiency begin to use English to communicate and learn. They can identify and understand more concrete details and some abstract concepts during unmodified instruction. They respond to learning demands with fewer errors. Oral and written production includes sentences, paragraphs, and original statements and questions. Errors complicate communication.	Students who perform at this level on the CELDT typically demonstrate comprehension of simple vocabulary and syntax related to social language, with limited comprehension of academic language; they understand and attempt to follow simple oral directions.	Students who perform at this level on the CELDT typically use a limited range of vocabulary and syntax appropriate to setting and purpose but make frequent errors that impede communication; they tell a story, based on a picture sequence, using phrases and simple vocabulary that contain numerous errors and may not be coherent.		
Early Intermediate Students performing at this level of English language proficiency continue to develop English skills. They can identify and understand more concrete details during unmodified instruction. They may be able to respond to more varied communication and learning demands with fewer errors. Oral and written production may be limited to phrases and memorized statements and questions. Frequent errors reduce communication.	Students who perform at this level on the CELDT typically understand some basic social language, with limited comprehension of basic vocabulary; they understand and attempt to follow a few simple oral directions.	Students who perform at this level on the CELDT typically use a limited range of vocabulary and syntax appropriate to setting and purpose but make frequent errors that impede communication; they tell a story, based on a picture sequence, using phrases and simple vocabulary that contain numerous errors and may not be coherent.		
Beginning Students performing at this level of English language proficiency demonstrate little or no English skills. They are beginning to understand a few concrete details during unmodified instruction. They may be able to respond to some communication and learning demands, with many errors. Oral and written production is limited to isolated words and memorized statements and questions. Frequent errors make communication difficult.	Students who perform at this level on the CELDT have little or no receptive skills, or may demonstrate extremely limited comprehension of a few basic words and attempt to follow simple oral directions with limited success.	Students who perform at this level on the CELDT may demonstrate no productive skills, or may begin to use basic vocabulary and respond with simple words or phrases appropriate to setting and purpose and attempt to tell part of a story, using simple words and phrases.		

Note: For more complete domain performance level descriptors, please reference the Scoring Guide for this grade.

2008-09 Edition

Copyright © 2008-08 by the California Department of Education.

12/20/07

Sample Student Performance Level Report—Front

California English Language Development Test (CELDT) 2008-09 Edition Student Performance Level Report

SUSAN WILLIAMS

Grade: 2

ANNUAL ASSESSMENT

Purpose

The CELDT is a test of language proficiency, not an academic achievement test. This report provides results for when your student took the CELDT on the date below. Students first take the CELDT for Initial Identification (II). Based on the student's results, the student will either be initially classified as Fluent English Proficient (I-FEP) or will continue to take the CELDT annually, Annual Assessment (AA), until reclassified. These results may be used for planning instruction and are one of four requirements for reclassification of English learners to English Proficient.

Simulated Data

Birthdate: 04/19/00

Special Codes:

9000017384,.....

SSID: 0123456789

Test Date: 02/01/08

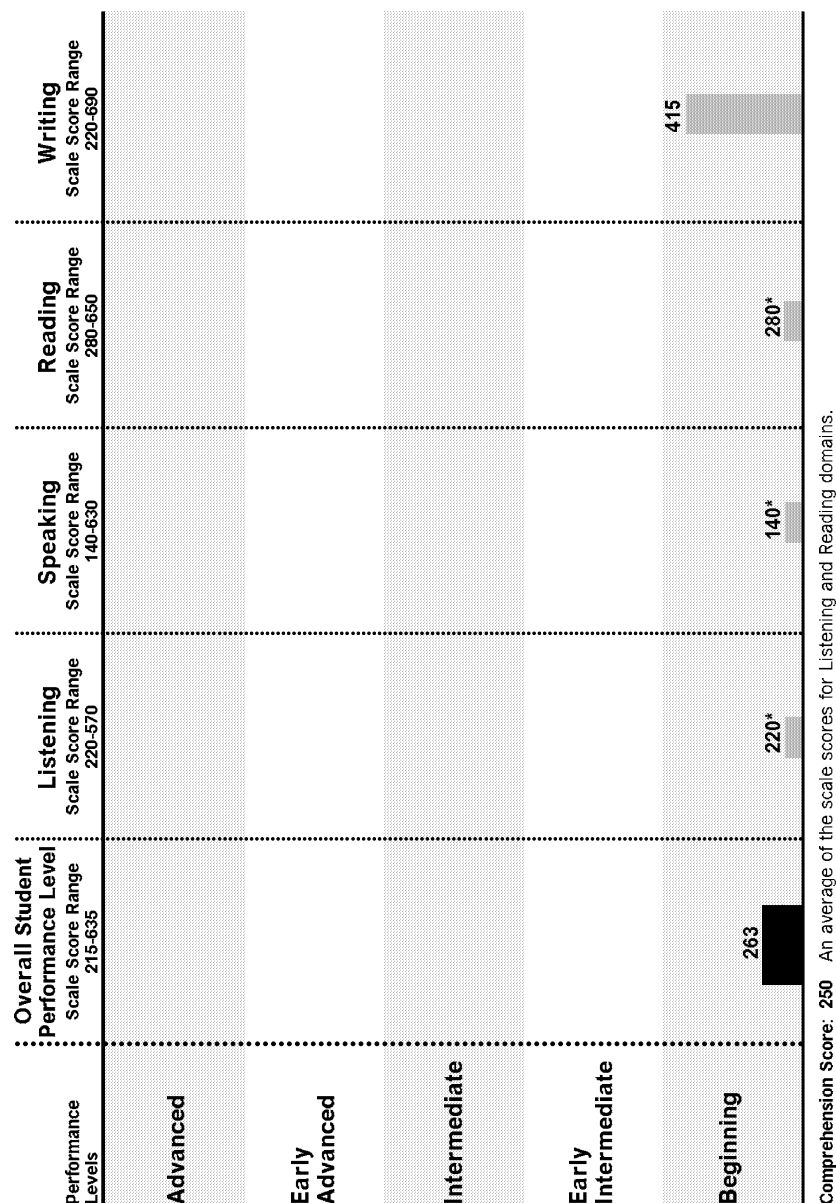
CDS#: 12-12345-1234567

School: ANYSCHOOL

District: ANYDISTRICT

County: ANYCOUNTY

State: CALIFORNIA



*An asterisk indicates that the CELDT was administered with a modification or that an alternate assessment was used. Given that the use of a modification or alternate assessment fundamentally alters what the test intends to measure, interpretation of the results should take into account the effect of the modification or alternate assessment on the reported scores.

How To Read This Report

The height of the bars in the graph above represents the performance by the student on the California English Language Development Test (CELDT). The first bar is the Overall performance level. The other bars represent the performance level for each domain (Listening, Speaking, Reading, and Writing). A higher bar indicates a higher performance level.

The Overall score is the average of the scores for Listening, Speaking, Reading, and Writing. The Overall score represents how the student performed on the test as a whole.

The back of this report contains a description for each performance level (Advanced, Early Advanced, Intermediate, Early Intermediate, and Beginning) for the Overall score and for the different domains.

These scores help the school to determine the types of services and classroom instruction the student should receive. The school will also use scores from other tests, teacher input, and parent input to make those decisions.

In order to make progress in the CELDT, the student should strive to master all domains. Information on how to support the student to achieve this goal can be obtained at the school.

© 2008 by the California Department of Education. All rights reserved.

CTBID: 04231M186000005-01-00001

08/27/08

Sample Student Performance Level Report—Back

Grade 2 California English Language Development Test Performance Descriptors

Overall Performance Levels

	Listening	Speaking	Reading	Writing
Advanced Students performing at this level of English language proficiency communicate effectively on a wide range of topics. They can identify and summarize concrete details and abstract concepts during unmodified instruction and can produce oral and written discourse in all content areas. Errors do not reduce communication. Further linguistic refinement is still needed to be comparable to native English-speaking peers.	Students who perform at this level on the CELDT typically demonstrate comprehension of most academic language with complex syntax and vocabulary and understand and follow all simple oral directions.	Students who perform at this level on the CELDT typically use extensive vocabulary and complex syntax appropriate to setting and purpose and tell a coherent and detailed story, based on a picture sequence, using complete and complex sentences.	Students who perform at this level on the CELDT typically identify more complex synonyms and antonyms; they read a more complex story and answer increasingly difficult questions that involve sequencing, summarizing, drawing conclusions, or making inferences.	Students who perform at this level on the CELDT typically identify a complex verb tense, write a complete sentence with few or no mechanical errors appropriate to a picture prompt, and write a short story in response to a picture sequence (contains well-organized ideas, accurate transitions, precise vocabulary, and minimal errors).
Early Advanced Students performing at this level of English language proficiency begin to use English in cognitively demanding situations and to learn in content areas. They can identify and summarize most concrete details and abstract concepts during unmodified instruction in most content areas. Oral and written production contains fully-developed paragraphs and compositions. Errors rarely complicate communication.	Students who perform at this level on the CELDT typically demonstrate comprehension of social language and some academic language with complex vocabulary and syntax; they understand and follow most simple oral directions.	Students who perform at this level on the CELDT typically use fairly extensive vocabulary and fairly complex syntax appropriate to setting and purpose, with occasional minor errors; they tell a coherent story, based on a picture sequence, that clearly expresses the major events, using complete sentences with minor errors.	Students who perform at this level on the CELDT typically match more difficult vocabulary words to pictures; use irregular plurals; identify antonyms; use context clues to complete sentences in a short passage; identify different genres; recall details and answer more difficult questions that involve sequencing, summarizing, drawing conclusions, or making inferences; and recognize common abbreviations and more complex grammar and spelling patterns.	Students who perform at this level on the CELDT typically demonstrate use of possessives, superlatives, regular plurals, prepositions, and articles; use vocabulary that is specific; write a complete sentence appropriate to a picture prompt (may contain minor grammatical, syntactical, mechanical, or spelling errors); and write a short story in response to sequenced pictures (contains clear ideas and accurate transitions with few errors).
Intermediate Students performing at this level of English language proficiency begin to use English to communicate and learn. They can identify and understand more concrete details and some abstract concepts during unmodified instruction. They respond to learning demands with fewer errors. Oral and written production includes sentences, paragraphs, and original statements and questions. Errors complicate communication.	Students who perform at this level on the CELDT typically demonstrate comprehension of vocabulary and syntax related to social language, with limited comprehension of academic language; they understand and follow simple oral directions.	Students who perform at this level on the CELDT typically use a broader range of vocabulary and syntax appropriate to setting and purpose, with gaps in communication; they tell a coherent story, based on a picture sequence, that may not clearly express the major events, using phrases and incomplete sentences.	Students who perform at this level on the CELDT typically match similar sound patterns and identify compound words; recognize multiple-meaning words; apply abstract concepts to categorize words; use the context of a sentence to fill in the blanks with the correct words; and recall details and answer questions that involve sequencing, summarizing, drawing conclusions, or making simple inferences after reading a story.	Students who perform at this level on the CELDT typically use standard writing conventions such as word order, subject/verb agreement, verb tenses, pronouns, and contractions; use common vocabulary; write a simple sentence appropriate to a picture prompt (may contain errors in grammar, vocabulary, and/or syntax); and write a short story by listing events or ideas based on sequenced pictures (may contain repetitive transitions and errors that do not affect meaning).
Early Intermediate Students performing at this level of English language proficiency continue to develop English skills. They can identify and understand more concrete details during unmodified instruction. They may be able to respond to more varied communication and learning demands with fewer errors. Oral and written production may be limited to phrases and memorized statements and questions. Frequent errors reduce communication.	Students who perform at this level on the CELDT typically understand basic social language, with limited comprehension of academic language, and understand and follow some simple oral directions.	Students who perform at this level on the CELDT typically use a limited range of vocabulary and syntax appropriate to setting and purpose but make frequent errors that impede communication; they tell a story, based on a picture sequence, using phrases and simple vocabulary that contain numerous errors and may not be coherent.	Students who perform at this level on the CELDT typically match simple vocabulary words to pictures; hear a word and select its printed form from a choice of similar words; recognize basic semantic categories, such as regular plurals and simple synonyms; use phonemic awareness and phonics skills, such as rhyming, at a higher level.	Students who perform at this level on the CELDT typically begin to use some standard writing conventions, such as spacing, punctuation, and capitalization; use vocabulary that is basic and may be limited; and write a phrase or a simple sentence based on a prompt (may contain numerous errors that obscure meaning).
Beginning Students performing at this level of English language proficiency demonstrate little or no English skills. They are beginning to understand a few concrete details during unmodified instruction. They may be able to respond to some communication and learning demands, with many errors. Oral and written production is limited to isolated words and memorized statements and questions. Frequent errors make communication difficult.	Students who perform at this level on the CELDT have little or no receptive skills, or may demonstrate limited comprehension of a few basic words and phrases and understand and follow few simple oral directions.	Students who perform at this level on the CELDT may demonstrate no productive skills, or may begin to use basic vocabulary and respond with simple words or phrases appropriate to setting and purpose; they attempt to tell part of a story, using simple words and phrases.	Students who perform at this level on the CELDT may demonstrate no receptive skills, or may identify the letter that corresponds to the initial sound of a simple spoken word and begin to recognize some basic groups of related words.	Students who perform at this level on the CELDT may demonstrate no productive skills, or may use a few standard writing conventions and attempt to write a short story in response to a picture sequence (writing is minimal and contains some isolated English words).

Note: For more complete domain performance level descriptors, please reference the Scoring Guide for this grade.

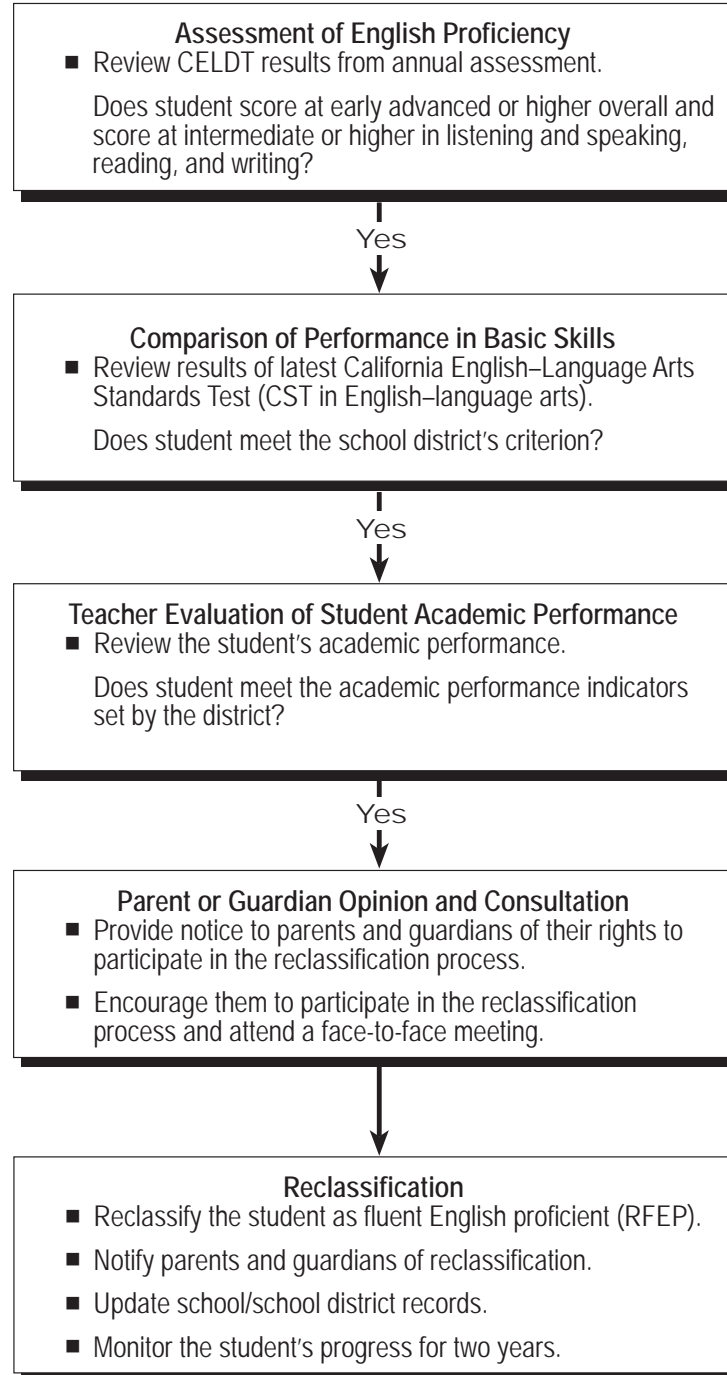
Copyright © 2008-09 by the California Department of Education.

2008-09 Edition

12/20/07

Reclassifying a Student from English Learner to Fluent English Proficient

School districts are to develop student reclassification policy and procedures based on the four criteria set forth in Education Code Section 313(d). The reclassification guidelines, approved by the State Board of Education, may be used by school districts/schools when evaluating a student's readiness for reclassification from English learner (EL) to fluent English proficient (RFEP).



Section IV

Resources

Accessing the
CELDT Web Page

Glossary of Terms/
Acronyms

Resources on
the Internet

October 2008

Prepared by the
California Department of Education



California
Department
of
Education

October
2008

Accessing the CELDT Web Page

California English Language Development Test (CELDT) provides resources for parents and guardians that are available through the California Department of Education (CDE) Web site on <http://www.cde.ca.gov/>. Step-by-step instructions to locate, read, download, or print these resources are provided in this guide.

Computer Requirements

In order to access the CDE Web site, you need a computer with an Internet connection and a Web browser such as Microsoft Internet Explorer, Safari, Netscape Navigator, or America Online. Many resources are posted on the CDE Web site as Portable Document Format (PDF) files. To open and read PDF files, you also will need Adobe Reader. Adobe Reader can be installed on your computer free of charge by downloading it from <http://www.adobe.com/> (Outside Source) or from the CDE Web site by clicking on the link entitled "Download Free Readers." This link is found in the lower right corner of many pages on the CDE Web site.

Accessing the CELDT Web Page

Step 1: Launch or open your Web browser.

Typically a Web site will appear when you launch your browser. At the top of this Web site, you will find a box where you type in the address of the Web site or page you want to access.

Step 2: Go to the home page of the CDE Web site.

Enter the following into the address line of your Web browser: <http://www.cde.ca.gov/>.

CDE Home Page



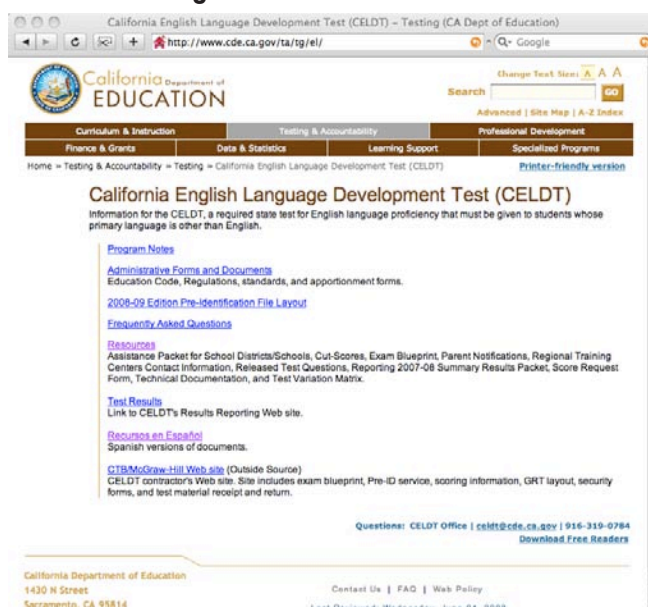
Step 3: Go to CELDT Web page.

From the CDE home page, click on “CELDT” under “Testing” located near the bottom of the page under “Highlights.”

Option: To access information about an state test, click on “Testing & Accountability” in the menu bar along the top of the CDE home page. On the “Testing & Accountability” Web page, click on “Testing” located on the left side of the page or click on California English Language Development Test (CELDT).

Web address for CELDT Web page:
<http://www.cde.ca.gov/ta/tg/el/>

CELDT Web Page



Accessing the CELDT Web Page

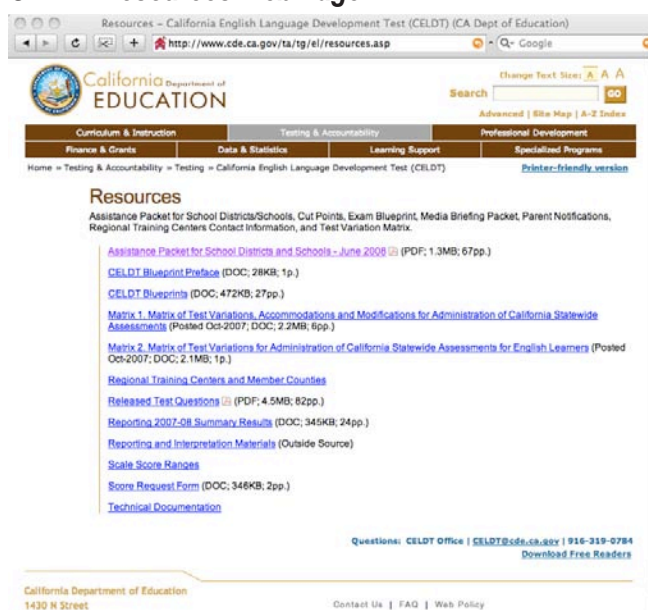
Step 4: Go to CELDT Resources.

On the CELDT Web page, click on “Resources.”

The “Resources” Web page has information for parents and guardians, including sample released test questions for all grade levels and domains tested by the CELDT. Use the vertical scroll bar on the right to scroll through this page.

The address for CELDT Resources Web page is <http://www.cde.ca.gov/ta/tg/el/resources.asp>.

CELDT Resources Web Page



Other Tips:

- The color blue is often used to indicate pages and documents that can be viewed, downloaded, or printed. Some of the Web pages also can be printed by clicking on “Printer-friendly version” located in the upper right corner of the Web page. The printer-friendly version is a display version of the Web page that is not cluttered with toolbars and tabs designed for navigation purposes.
- Any of the sites or pages can be accessed by typing the Web address directly into the address line of the Internet browser. This address is also known as a Uniform Resource Locator (URL).
- You will find that some PDF files may take up to several minutes to download to your computer. The speed of this process depends on a number of factors, including the speed of your connection to the Internet and the size of the file you are downloading.
- If you type a Web address or URL incorrectly, you will get an error message. Check to make sure you spelled the address correctly, used forward slashes (/), or did not add any extra spaces.

Glossary of Terms/Acronyms

AA — Annual Assessment	The California English Language Development Test (CELDT) is given once each year to English learners as an annual assessment of their progress toward English proficiency (also referred to as AA).
AMAOs — Annual Measurable Achievement Objectives	Title III of the No Child Left Behind (NCLB) Act of 2001 sets Annual Measurable Achievement Objectives (AMAOs) or targets that school districts receiving Title III funds must meet, which in part are based on CELDT results. See the definition of Title III or NCLB for more detail.
CDE — California Department of Education	The California Department of Education (CDE) provides leadership, assistance, oversight, and resources to local educational agencies to create a dynamic, world-class education system that equips all students with the knowledge and skills to meet world-class standards and excel in college and careers. Directing the CDE is the State Superintendent of Public Instruction (SSPI), who is elected statewide.
CELDT — California English Language Development Test	The CELDT is the state test of English language proficiency that school districts in California are required to administer to newly enrolled students whose primary home language is not English and to English learners as an annual assessment (<i>Education Code</i> Section 313 and Title 5, <i>California Code of Regulations</i> , Section 11510).
CELDT Blueprints	The CELDT blueprints outline specific English Language Development (ELD) standards tested and the number of questions included within each domain on the CELDT for each grade from kindergarten through grade twelve.
Domains	Domains are the areas of listening, speaking, reading, and writing assessed by the CELDT. The NCLB Act of 2001 also requires that comprehension be assessed, which is calculated as the average of listening and reading scale scores.

ELD Standards — English Language Development Standards	The ELD standards, adopted by the State Board of Education (SBE) in 1999, define what English learners in California public schools must know and be able to do as they progress toward full fluency in English.
English Learner	Students with a primary language other than English who are not yet proficient in English.
English Proficiency	<p>The SBE established guidelines, based on <i>Education Code</i> Section 313(d), for school districts to use in reclassifying students from English learner to fluent English proficient. The four criteria are:</p> <ol style="list-style-type: none"> (1) Assessment of English language proficiency, which in California is the CELDT; (2) Comparison of performance in basic skills, which the SBE has indicated should be based on results of the student's latest California English–Language Arts Standards Test (CST in English–language arts); (3) Teacher evaluation of a student's academic performance, which can be based on the student's report card grades, grade point average (GPA), or other measure that school districts use to determine students' academic performance; and (4) Parent opinion and consultation, which involves parents or guardians, if possible, in a discussion about their student's English language proficiency and meeting the guidelines for reclassification.
IFEP — Initial Fluent English Proficient	Students with a primary language other than English who have met the district criterion for proficient in English proficiency (i.e., those students who were initially identified as fluent).
II — Initial Identification	The CELDT is first given to newly enrolled students, whose primary language is not English, as an initial assessment of English fluency (also referred to as II).
Performance Level Descriptors	Performance level descriptors describe the competencies associated with each performance level. Performance level descriptors characterize what students at each performance level know and can do.

Performance Levels	The SBE has established performance level cut scores for all four domains (listening, speaking, reading, and writing) and overall performance on the CELDT. Student CELDT scores are identified as falling into one of five performance levels: Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced.
Proficiency Levels	The ELD Standards identify five proficiency levels through which English learners progress toward English proficiency: Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced.
Primary Language	The language identified (at the local level) to be the individual's primary language based on information provided in the Home Language Survey upon the student's first enrollment in a California public school. This identification is done only once during the course of the student's academic career and is used to identify students to be assessed with the CELDT.
Reclassification	Reclassification is the local process used by school districts to determine if a student has acquired sufficient English fluency to perform successfully in academic subjects without ELD support. The reclassification process is based on SBE-approved guidelines.
RFEP — Reclassified Fluent English Proficient	Students with a primary language other than English who were initially classified as English learners, but who have subsequently met the school district criteria for English proficiency.
RTQs — Released Test Questions	Released test questions (RTQs) are selected questions taken from prior administrations (2003–2006) of the CELDT. These questions cover a selection of ELD standards within the four domains tested, demonstrate a range of performance across all four grade spans, and represent a variety of ways ELD standards can be assessed. Since RTQs are released to the public, they will not appear on future forms of the CELDT.

SBE — State Board of Education

The SBE is the state education agency that sets education policy for kindergarten through grade twelve in the areas of standards, instructional materials, assessment, and accountability. The SBE adopts textbooks for grades kindergarten through grade eight, adopts regulations to implement legislation, and has the authority to grant waivers for certain sections of the *Education Code*. The SBE has 11 members appointed by the Governor.

Title III of NCLB — Title III of the No Child Left Behind (NCLB) Act of 2001

The Title III section of NCLB requires states to administer a test to newly enrolled students whose primary (home) language is not English to determine their level of English fluency. In California, the CELDT serves this purpose. Students identified through the initial assessment as English learners must be given the CELDT annually until they are reclassified as fluent English proficient (RFEP). Title III also sets AMAOs or targets that school districts receiving Title III funds must meet, which in part are based on CELDT results.

Resources on the Internet

CELDT Summary Results

The state, county, school district, and school level annual assessment summary results are posted on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>. This Web page includes historical data for the CELDT, beginning with the first year the CELDT was administered. It includes the annual group results for the CELDT's Initial Assessment (II), Annual Assessment (AA), and all CELDT assessments combined (II and AA). The AA results are posted each spring and the II and combined assessment results are posted in the fall.

CELDT Resources Web Page

The following CELDT resources are available on the CELDT Resources Web page at <http://www.cde.ca.gov/ta/tg/el/resources.asp>:

- **CELDT Blueprints and Preface.** The primary purpose of this document is to identify the ELD Standards that are assessable on the CELDT by grade span for the domains of listening, speaking, reading, and writing.
- **Released Test Questions.** The purpose of this document is to provide released test questions (RTQs) from the CELDT administrations (2003–04 through 2005–06) for use by district administrators and teachers who work with English learners. These RTQs cover the four domains assessed by the CELDT: listening, speaking, reading, and writing.
- **Reporting 2007–08 Summary Results: Information Guide for County Offices of Education, School Districts, Schools, and Media.** The purpose of the packet is to provide information about the public release of CELDT results to assist school district and county office of education personnel responsible for working with the media.
- **Technical Documentation.** These documents include technical reports and other reports for anyone interested in learning more about the practices and procedures that validate the inferences made from the CELDT scores.

- **Matrix 1. Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments (October 2007).** This document lists variations, accommodations, and/or modifications that students with disabilities may use to participate in the CELDT as specified in their individualized education programs (IEPs) or Section 504 Plans.

No Child Left Behind Web Page

Guidance on the standards and assessment requirements of the No Child Left Behind (NCLB) Act of 2001 is available at <http://www.cde.ca.gov/nclb/>.

Title III Accountability Web Page

Reports and information about Title III Accountability, prepared by the Evaluation, Research, and Analysis Unit of the Policy and Evaluation Division, are available on the Title III Accountability Web page at <http://www.cde.ca.gov/ta/ac/t3/>.

Special Education – Specialized Programs Web Page

Information and resources for helping administrators, teachers, support staff, parents, and guardians address the unique educational needs of students with disabilities are available on the Special Education – Specialized Programs Web page at <http://www.cde.ca.gov/sp/se/>.

English Learners – Special Programs Web Page

Program assistance and other information to improve language proficiency of English learners and help them meet state-adopted content standards are available on the English Learners – Special Programs Web page at <http://www.cde.ca.gov/sp/el/>.

Recursos en Español (Spanish Translations)

Spanish translations of the information brochure for parents and guardians and the sample letters are available on the CELDT Recursos en Español Web page at <http://www.cde.ca.gov/ta/tg/el/spanish.asp>.

English Language Development Standards

State-adopted English Language Development (ELD) standards can be found at <http://www.cde.ca.gov/be/st/ss/>.

Outside Sources

National Center on Educational Outcomes provides information on interpreting tests administered with test variations, accommodations, modifications, and/or alternate assessments at <http://education.umn.edu/NCEO/OnlinePubs/Policy11.htm>.

A *2008–09 Edition Guide to Test Interpretation* about the CELDT for parents and guardians is available in English and eleven other languages on the CTB/McGraw-Hill Web page at <http://www.ctb.com/celdt/> (Outside Source) under “Reporting and Interpretation Materials.”